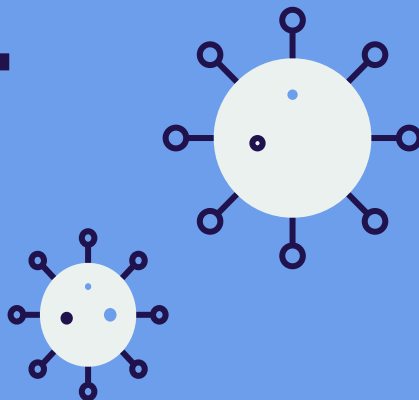


COVID-19

BLACK COMMUNITY TOWN HALL

MAY 28, 2020



PRESENTED BY:



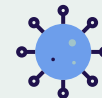
UTAH
MARTIN LUTHER KING JR
HUMAN RIGHTS COMMISSION

Multicultural Subcommittee
of the
COVID-19 COMMUNITY TASK FORCE

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AGENDA

1. **Welcome** – Bridget Shears, Utah Martin Luther King Jr. Human Rights Commission
2. **Education** – Michelle Love-Day, Love-Day Educational Consulting
3. **Emotional Wellness** – Dr. Kameelah Rashad, National Black Muslim COVID Coalition & Muslim Wellness Foundation in partnership with Utah Muslim Civic League
4. **Community Mobilization** – Betty Sawyer, Weber State University & Project Success Coalition
5. **Q&A Session** – Bridget Shears, Utah Martin Luther King Jr. Human Rights Commission
6. **Closing** – Nubia Peña, Utah Division of Multicultural Affairs

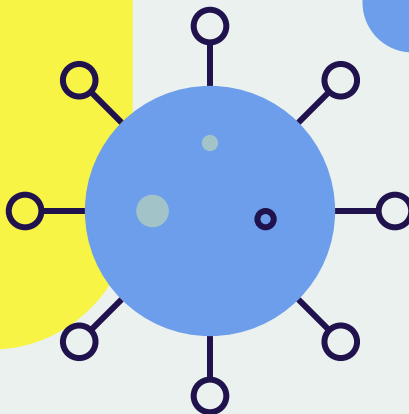


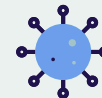
BRIDGET SHEARS

UTAH MLK COMMISSION

[MULTICULTURAL.UTAH.GOV/MLK](https://multicultural.utah.gov/mlk)

MODERATOR





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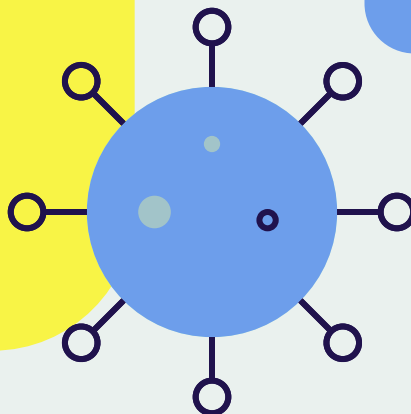
WEBSITE:

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BLOG:

[INTEGRATINGLITERACY.BLOGSPOT.COM](https://integratingliteracy.blogspot.com)

EDUCATION



Impacts on Education due to Covid-19

Michelle Love-Day, Educational Consultant

Closure Prep for Utah Educators

- Friday, March 13th, at 4 p.m. the State was notified of the Emergency Soft School Closure.
- Schools had two days to communicate with families and students for packet, Chromebook, or lesson pick-up
- April 14th- news of extended dismissal through the end of the year.
- How were schools and districts prepared?

Grades

“The authority to award grades and determine grade point averages rests with local school districts and charters. USBE recognizes that grade calculations and GPA are a local policy issue. USBE does recommend that districts and charters establish a methodology to fairly calculate grades based on work previously completed and a methodology for GPA calculations, including considering pass/incomplete grade. LEAs have latitude in determining what grades to award, if any, for coursework and what coursework is required for credit.

For LEAs considering the use of pass (P)/incomplete (I) grades, there are some points of consideration to keep in mind.”

<https://schools.utah.gov/coronavirus>

Let the light shine

- The closure has illuminated the inequities and other shortcomings on school closures.
- (April 1-Personal email was sent regarding the Equity among our Low-income, Newcomer and EL families.)??
- Free meals began, free wi-fi made available, but the website is in English and Spanish. Not including our many African Languages

Educational Inequity

“the unequal distribution of academic resources, including but not limited to; school funding, qualified and experienced teachers, books, and technologies to socially excluded communities. These communities tend to be historically disadvantaged and oppressed.”

Myths in Educational Inequity

1. Educational resources are distributed across schools equally
2. Low-Income Children and Children of Color Are Receiving Enough Educational Resources to Succeed Academically
3. Educational Inequity Is an Issue That Doesn't Have Widespread Impact
4. All Students Should Receive the Same Educational Resources
5. Solving Educational Inequity Will by Itself Fix Other Societal Disparities
6. We'll Never Achieve True Educational Equity

Educational Inequity

Some rest

- While students are at home, there has been a bit of a mental break our black students feel in their predominant spaces.
- The current structural system has been a burden for our students and families.
- The systemic racism in education needs to be addressed.
- Temporary placement for virtual learning was put in place but there needs to be long term solutions.

Students at my school get into physical fights.

Middle School

High School



I must be ready to fight to defend myself.

Middle School

High School



Middle & High School – Black/African American



Middle & High School – White



Safe School Environment- Our students feel like they have to be ready to defend themselves

YouthTruth Survey

“..... if they are not fearing for their lives and safety, girls required to shelter in place face other unique challenges when compared to their brothers and male peers. For example, they are significantly more likely than boys to be forced into additional caregiving and housekeeping responsibilities, instead of studying or taking care of themselves.”



<https://www.essence.com/feature/covid-19-black-girls-girls-of-color-coronavirus/>

What Districts are doing

- Free meals
- Free Wifi hotspots
- Use of Interpreters to call families and translate documents
- Partnerships with agencies to reach families
- Calling home and making home visits
- Meeting to decide the best way to virtually instruct and engage students

What parents and guardians can do

- Request to keep the Chromebook through June
- Make appointments for teachers to Zoom chat with your student on topics they need help with
- Link up with other families to schedule Zoom chats or calls with your child
- Check with local community centers if they are doing virtual events throughout the summer
- Find the Black Student Union at your school or the connecting High School to assist in starting an organization
- Vote in your upcoming elections. There have been more budget cuts to Utah education

Community Challenge

Local Black Organizations and Churches to “adopt a student”, not just during Covid, but long-term. Virtual check-ins, advocating with parents in the schools, tutoring students.

Example: Black Chamber of Commerce and National Association of Black Accountants

Push for an anti-bias/anti-racism curriculum

Resources

- Utah 4 Black Girls: FB @[Utah4BlackGirls](#)
- Mental Health: [Utah Black Clinicians](#)
- [MyCovidMD](#)
- College- [Black Cultural Center](#)
- [Expect the Great](#)
- [Top Tools for Learning](#)
- Virtual Volunteer assistance partnership (see next slide)
- Support Utah #Redforded



Education is our passport to the future, for tomorrow belongs to the people who prepare for it today.

Malcolm X

Brief:

To address growing educational inequality on the back of COVID-19 and provide students an equitable start, we are please to launch a series of virtual learning assistance (VLA) sessions .

Project Description: We invite volunteers to help host VLA sessions (1-hour) providing learning assistance and support to target students.

Format: Zoom video [coordinators to set up]

Date/Time: 11am – Noon; Mon/Wed/Fri
Starting 4/27 until end of the current school year [early June].

Coordinators: [Please reach out to learn more]
Utah Black Chamber - James Jackson III,
801.652.0856 / james@j3motivation.com
NABA Salt Lake City - Isaac Ewaleifoh,
801.462.6279 / isaacewaleifoh@gmail.com

THANK YOU



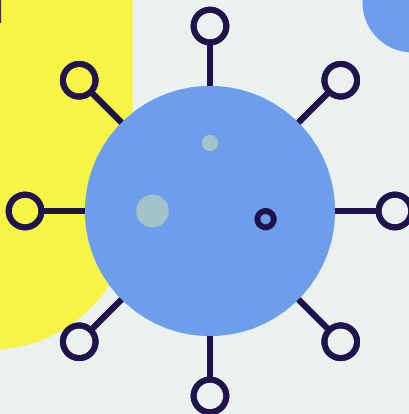


DR. KAMEELAH RASHAD

***NATIONAL BLACK MUSLIM COVID COALITION
& MUSLIM WELLNESS FOUNDATION***
KAMEELAH@MUSLIMWELLNESS.COM

BLACKMUSLIMCOALITION.COM

**EMOTIONAL
WELLNESS**



SUSTAINING WELLNESS

During the COVID-19 Pandemic

Dr. Kameelah Rashad, Founder & President – Muslim Wellness Foundation
Thursday May 28, 2020

Sustaining Wellness in Black Communities during COVID-19

- What is the National Black Muslim COVID Coalition?
- Why are we vulnerable?
 - Anti-Black racism, racial trauma and violence, health disparities
- What is the emotional impact of the pandemic on Black/Black Muslim communities?
- What are some strategies for coping?

National Black Muslim COVID Coalition

blackmuslimcoalition.com

Black Muslims in the United States

- Black Muslims comprise **20-25%** of the overall Muslim population in the United States and reside in every region of the country.
- Utah:
 - Somali Bantu community of 5,000+ people

Why Are We Vulnerable?

White supremacy and systemic oppression leading to:

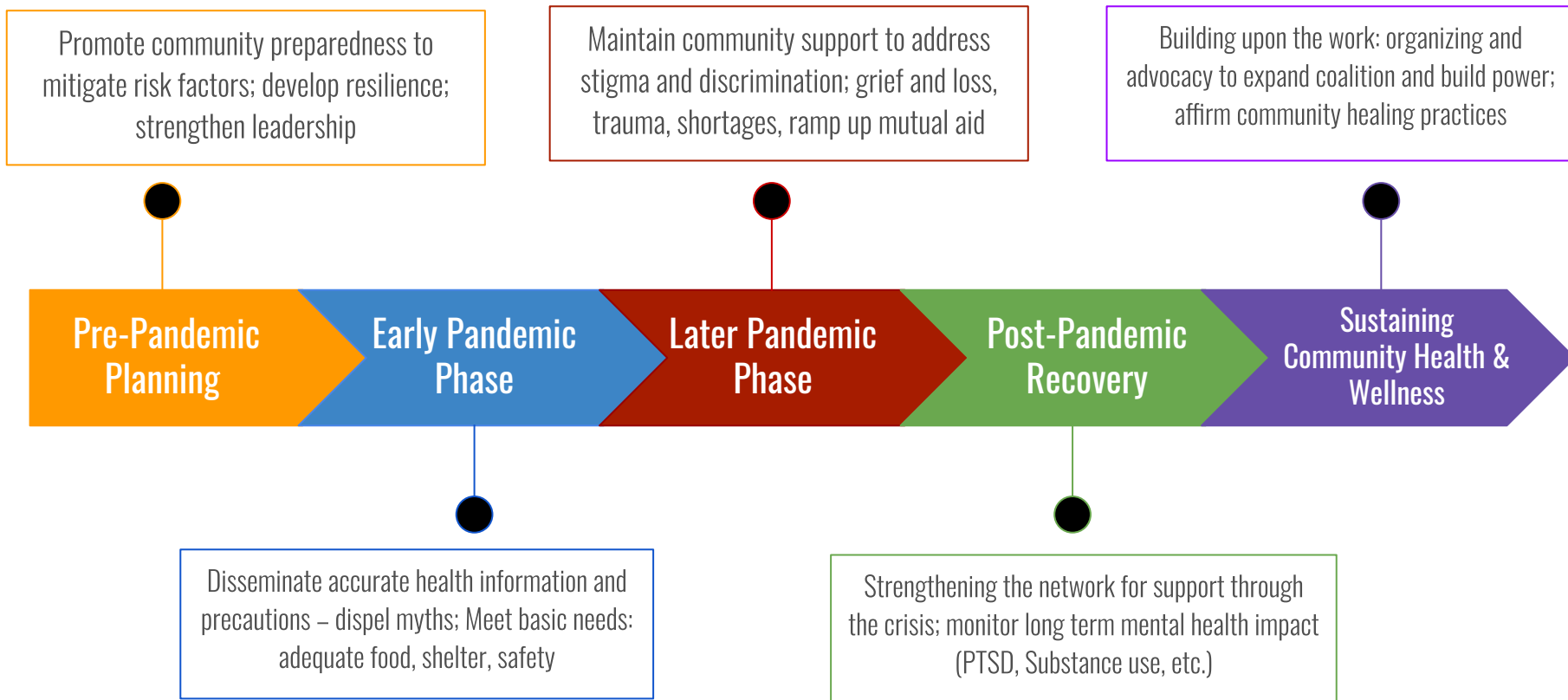
- food insecurity in rural and urban areas
- health disparities and inadequate access to quality healthcare due to racism and discrimination
- political disenfranchisement
- incarcerated citizens and detained individuals
- unemployment and underemployment
- invisibility and hypervisibility

Coalition Goals

Our aim is to utilize community organizing principles, deeply rooted faith and spirituality and cultural resilience and knowledge to:

- **Disseminate accurate and timely information** to bolster individual and collective health and well-being.
- **Strengthen and support Black Muslim leadership**
- Support optimal physical health, spiritual and emotional wellness
- **Share best practices** and resources to respond to community needs in all phases of the pandemic

NATIONAL BMCC PANDEMIC PHASE-BASED INTERVENTIONS

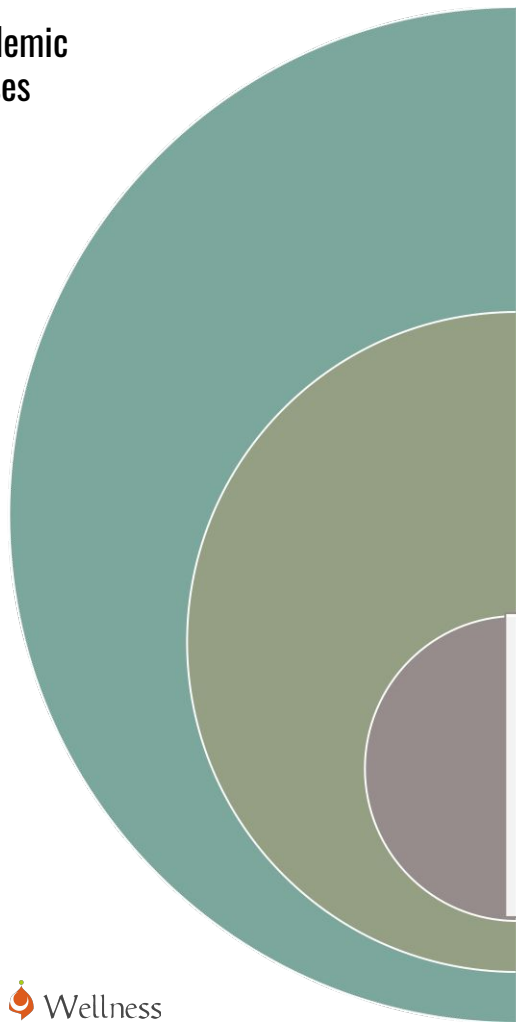


“The expectation that we can be immersed in suffering and loss daily and not be touched by it is as unrealistic as expecting to be able to walk through water without getting wet.”

-Naomi Rachel Remen



Pandemic Phases



Late/Post-Pandemic

- Complicated grief (multiple losses)
- Fear of a new pandemic
- PTSD, Stress, Anxiety, Depression
- Burnout

Middle Pandemic

- Acute distress
- Panic, Anxiety
- Fear of the unknown, infection/additional losses
- Fatigue (from exercising precautions)
- Hopelessness
- Intense worry about self and others

Early/Initial Onset

- Denial or disbelief
- Shock
- Hypervigilance
- Insecurity, sense of vulnerability

Emotional Impact of Pandemic

- Fear
- Worry
- Difficulty concentrating
- Difficulty sleeping
- Loss of appetite/emotional eating
- Sense of dread and despair
- Irritability, anger

Fear and uncertainty increase anxiety

Fear & Concerns related to:

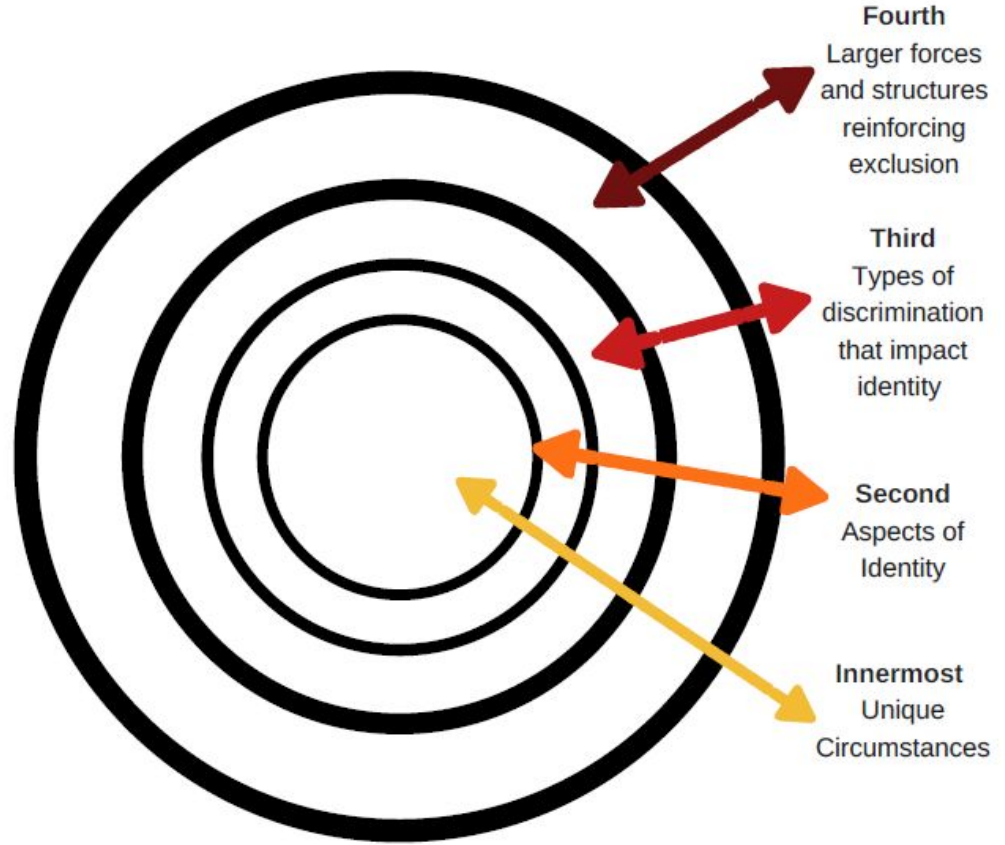
- Financial instability - what if I lose my job/can't support my family?
- Physical health- what if I become ill? What if I infect or expose my family members?
- Mental health - stress, social isolation, substance use

Emotional Impact of Oppression, Racism & Violence

- Racial battle fatigue
- Attributional ambiguity
[from microaggressions]
- Race based traumatic stress
- White body supremacy [Resmaa Menakem]

The Emotional Weight

Adapted from: CRIAW / ICREF's Intersectionality wheel



Emotional Impact of Oppression, Racism & Violence

- I am overwhelmed by people dying. I have real anxiety about going into stores
- Fearful, very paranoid
- It is difficult not to be fearful of the reality of much worse this is affecting Black, Latino, and Asian communities, both by risk of infection and risk of racism. It's hard to hold on to hope.
- I feel the communal impact of the pandemic, particularly the impact on African Americans and other people of color. I am concerned that we are working to return to a life that continues to, not just disproportionately impacts people of color, but sacrifices people of color and consider us disposable.

From: Black COVID Survey

An illustration featuring two women in a circular frame. The woman in the background has dark skin, short curly hair, and is wearing a yellow top. She is holding the head of another woman. The woman in the foreground has dark skin, is wearing a white and yellow striped shirt, and has a large red flower in her hair. She is holding a small blue cup. The background within the circle has horizontal lines, and the outer area has stylized green foliage.

Self & Collective Care Strategies

*Who knows when
you're not well?*

*How and with whom
do you heal yourself?*

Collective Strategies

[Radical Healing]

Testimony

- Compassionate Witnessing
- Affirmation & Acknowledgment
- Share stories of resilience and vulnerability

Collective Strategies

[Radical Healing]

Vision of Wellness

“Close your eyes -
Make the white gaze
disappear.”

“Imagine and describe a
world where you are
loved, safe and valued.”





What
do **you?**
feel ●



Somali Bantus of Utah

Founder:

Abdikadir Eftin, a 2nd year law student at the University of Utah

Since COVID-19:

- Has served 230 families
- provided \$15,000 in emergency (cash) assistance
- provided boxes of food and supplies
- Needs assessment:
 - housing insecurity, misinformation, lack of healthcare access

Muslim Wellness
FOUNDATION



UMBC

IMPACT OF COVID-19 ON BLACK COMMUNITIES

blackcovidsurvey.com

Principal Investigators: Dr. Kameelah Rashad & Dr. Shawn Bediako

A brief survey that asks about your general thoughts and feelings, and the impact of the COVID-19 pandemic on your life and the lives of your friends and family members. You are eligible to participate if you meet the following criteria: 1) Self-identity as Black or African American 2) 18 years or older 3) Currently reside in the United States 4) Read and write in English

blackcovidsurvey.com

Kameelah Mu'Min Rashad, PsyD

Founder & President, Muslim Wellness Foundation

Founding co-Director, National Black Muslim COVID Coalition

kameelah@muslimwellness.com | T: @KameelahRashad

Muslim Wellness Foundation

muslimwellness.com | info@muslimwellness.com | T: @MWFNational | FB: Muslim Wellness Foundation

Black Muslim Psychology Conference

Blackmuslimpsychology.org | info@blackmuslimpsychology.org | T: @blackmuslimpsyc | IG: BlackMuslimPsych | FB:
BlackMuslimPsychology

National Black Muslim COVID Coalition

Blackmuslimcoalition.com | blackmuslimcoalition@gmail.com | T: @BMCoalition | IG: BlackMuslimCoalition | FB: Black Muslim



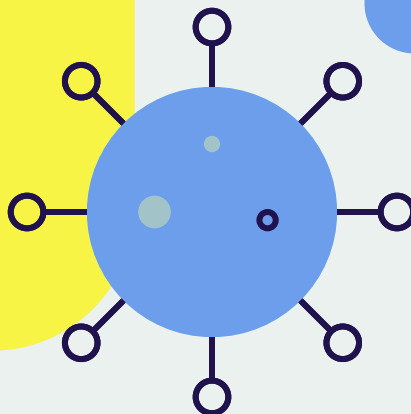
BETTY SAWYER

***WEBER STATE UNIVERSITY & PROJECT
SUCCESS COALITION***

BETTYSAWYER@WEBER.EDU

WEBER.EDU/ACCESSANDDIVERSITY
PROJECTSUCCESSINC.ORG

**COMMUNITY
MOBILIZATION**



Community Mobilization



A COLLECTIVE VOICE IN TIMES OF CRISIS & UNCERTAINTY



Coming Together

Setting the stage for mutual understanding, respect and trust.



Our Agreements

- ☐ Be OK with Discomfort
- ☐ Listen For Understanding
- ☐ Create Safe Space
- ☐ There Is No Quick Fix
- ☐ Stay At The Table

Strengthening Community “C-5 Strategy”

Communication
Collaboration
Connection
Consistency
CHANGE



Communication: Sounding the Alarm

Our communications must be early, often and in “all” directions & platforms. This pandemic has brought awareness to our the deficits in many of our organizations’ communication and outreach infrastructure.

Our messaging must be clear and concise. COVID-19 isn’t the cause of the prevailing racial disparities and inequities however, it has lifted the veil and magnified these existing gaps.

We must become more comfortable in engaging in often uncomfortable conversations about race, racism (internalized, interpersonal, institutional and structural), power and privilege and how they translate into public policy and systems of inequality.

Collaboration: The Village

We work together informally all the time.

We support each other's events and programs.

We volunteer to support each other's causes.

We're not new to this and can't accept the misguided narratives and things we often repeat about not being able to work together.

We built this country working together; we passed Civil Rights Laws, Voting Rights Laws, etc., on a national level.

Our local and state elected officials (including Rep. Hollins) have passed and help pass laws to support school resource officer training and accountability, Ban the Box, Juneteenth State Holiday, Juvenile Justice Reform, COVID-19 Emergency funding and more!



Moving the Needle for Structural Change

Awareness → Agenda → Action

Before moving to C-3, **it's important to have a Collective Agenda** (as a living document that's subject to modifications)

The Utah Black Roundtable developed a Utah Black Agenda “The People Speak” that came about through community input, over a four year period, at the State of Black Utah Town Hall Meetings that kick off the Annual Utah Juneteenth Festival. This Agenda can provide a wonderful starting point and framework for moving forward versus reinventing the wheel and starting from scratch.

www.utahblackroundtable.org

1619–2019
COMMEMORATION
FIRST AFRICAN LANDING



**ROI: Return on
Investment!**

Connection... Our Networks & Constituencies

We've invested countless hours and years in supporting other organizations, agencies and programs. We've donated our expertise in telling others “how to do their jobs”; how to promote equity & inclusion; how to reach our communities; and how to bring about racial justice to reach equitable impacts, outcomes and more.

Now it's time to go back and “call-in” some of those markers with specific asks for what we determine is needed to move our agenda forward. This could be issues of access, training, infrastructure development, financing and other resources.

Consistency



CHANGE!

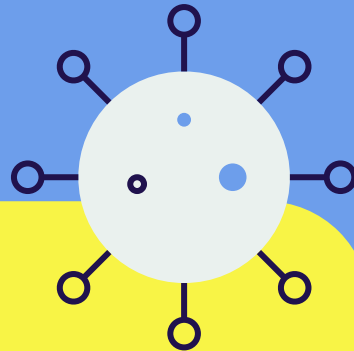
“The race isn’t given to the swift or strong, but to those that endure to the end.”

We have a roadmap for consistency, persistence, resiliency and change that has been bore out of 400 years of struggle, achievement and commitment!

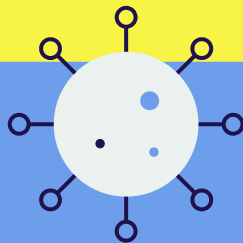
Our ancestors left a map...a game plan, now we have to pick up where they left off and use the information and tools of our time to carry the agenda forward.

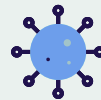
MBUNTU

I am because we are and because we are, therefore I AM!



QUESTIONS?

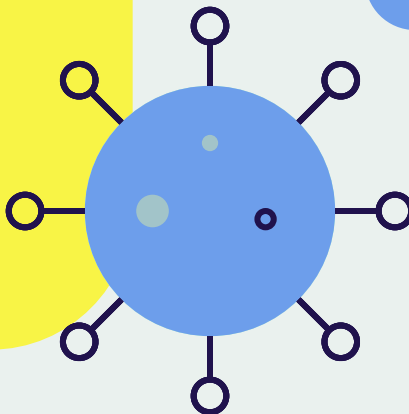




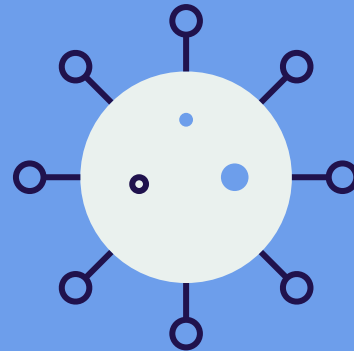
NUBIA PEÑA

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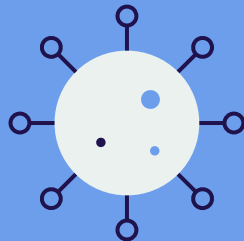
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CLOSING



THANK YOU!



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